

Topics in Value Theory Winter 2025

PHIL 320 / PHIL 420

Published Jan 05, 2025

Class Schedule

Course	Meet Days	Meet Time	Location	Instructor(s)
PHIL 320 001 [LEC]	Tue, Thu <i>Jan 6 - Apr 4</i>	10:00AM - 11:20AM	UTD 105	P. Marino pmarino@uwaterloo.ca (mailto:p...)
PHIL 420 001 [SEM]	Tue, Thu <i>Jan 6 - Apr 4</i>	10:00AM - 11:20AM	UTD 105	P. Marino pmarino@uwaterloo.ca (mailto:p...)

schedule data automatically refreshed daily

Instructor & TA (Teaching Assistant) Information

Patricia Marino

pmarino@uwaterloo.ca

Hagey Hall 329

Office Hours: Wednesdays 2:30-3:30 and by appointment

Course Description

Calendar Description for PHIL 320:

Special topics in value theory, as announced by the department. Possible topics include (but are not limited to) meta-ethics, moral psychology, moral responsibility, justice and oppression, international justice, and specific topics in applied ethics.

[View requirements for PHIL 320](https://acal.fast.uwaterloo.ca/course/1251/PHIL/320) (<https://acal.fast.uwaterloo.ca/course/1251/PHIL/320>)

Calendar Description for PHIL 420:

Special topics in ethics, as announced by the department.

[View requirements for PHIL 420](https://acal.fast.uwaterloo.ca/course/1251/PHIL/420) (<https://acal.fast.uwaterloo.ca/course/1251/PHIL/420>)

Utilitarianism says that the right ethical action is the one that maximizes good consequences. Utilitarian decision-making is said to be a more rational and objective than appealing to ethical judgments, because ethical judgments may be culturally variable, based on feelings rather than logic, and arbitrary. But utilitarianism faces famous objections: its conclusions are seen as violating the requirements of justice and equity, as recommending lying and cheating, as entailing discrimination against people with disabilities, and as facilitating colonialism on the part of wealthier countries. This course will consider utilitarianism and its alternatives from theoretical, practical, and political perspectives.

Learning Outcomes

By the end of this course students should be able to:

Explain the theory and practice of utilitarian reasoning
Develop an informed opinion about the theory and conclusions of utilitarian reasoning
Compare utilitarianism with other ethical theories
Express their ideas about value theory orally and in writing

Tentative Course Schedule

READINGS SCHEDULE IS SUBJECT TO CHANGES - CHECK LEARN ANNOUNCEMENTS EVERY DAY

Week 1: Introduction

Tuesday, January 7: no reading assigned

Thursday, January 9: class cancelled but read E. F. Carritt, "Criticisms of Utilitarianism," from *Ethical and Political Thinking*, reprinted selection in Bratman and Perry eds., *Introduction to Philosophy*, 477-479 and selection from W. D. Ross, "What Makes Right Acts Right," from his book *The Right and The Good*

(Oxford University Press) 2002 (1930).

Week 2: Act v Rule and Singer on the Principle of Equal Consideration of Interests

Tuesday January 14: J. J. C. Smart, "Extreme and Restricted Utilitarianism," *The Philosophical Quarterly*, 6(25) (1956), 344-354.

Thursday January 16: selection from Peter Singer, *Practical Ethics* (read pages 16-53).

Week 3: Alternatives to utilitarianism on the nature of justice and equality

Tuesday January 21: John Rawls, "Justice as Fairness." *The Philosophical Review* 67, no. 2 (1958): 164-194.

Thursday January 23: Amartya Sen, "Equality of What?" The Tanner Lectures on Human Values. Delivered at Stanford University May 22, 1979.

Week 4: Utilitarianism and alternatives on killing and abortion

Tuesday January 28: Judith Jarvis Thomson, "A Defense of Abortion," *Philosophy and Public Affairs* 1(1) (1971), 47-66.

Thursday January 30: selection from Peter Singer, *Practical Ethics* (read pages 71-93 and 123-154).

Week 5: Utilitarianism on euthanasia and killing infants with disabilities

Tuesday Feb 4: selection from Singer, *Practical Ethics* (read Ch 7, pages 155-190).

Wednesday Feb 5: **first paper due for 320 students.**

Thursday Feb 6: Harriett McBryde Johnson, "Unspeakable Conversations," New York *Times* Feb. 16, 2003 and Eva Feder Kittay, "The Personal is Philosophical is the Personal," in Kittay and Carlson, eds., *Cognitive Disability and Its Challenge to Moral Philosophy*, (Wiley-Blackwell 2010).

Week 6: TBA

Tuesday February 11: Reading TBA

Thursday February 13: **FIRST IN-CLASS TEST**

--reading week--

Week 7: Methodology: the status of moral intuitions and judgments

Tuesday February 25: Peter Singer, "Ethics and Intuitions." *The Journal of Ethics* 9 (2005): 331-352.

Wednesday February 26: **Description, outline, or annotated bibliography due for 420 students.**

Thursday February 27: Sandberg, Joakim, and Niklas Juth. "Ethics and Intuitions: a Reply to Singer." *The Journal of Ethics* 15 (2011): 209-226.

Week 8: Methodology: The role of rationality and the problems of ideal theory

Tuesday March 4: David Gauthier, "Morality and Advantage." *The Philosophical Review* (1967): 460-475.

Thursday March 6: Charles Mills, "'Ideal Theory' as Ideology." *Hypatia* 20, no. 3 (2005): 165-183.

Week 9: Applications: property rights and inequality

Tuesday March 11: Robert Cooter, and Thomas Ulen. *Law and Economics*. Addison-Wesley, 2011, "Chapter 4: An Economic Theory of Property"

Wednesday March 12: **second paper due for 320 students.**

Thursday March 13: Eve Tuck and K. Wayne Yang. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education and Society* (2012).

Week 10: Applications: Effective altruism, longtermism, etc.

Tuesday March 18: readings TBA

Thursday March 20: readings TBA

Week 11: presentations

Monday March 24: **shorter version of final paper due for 420 students.**

Tuesday March 25: student presentations

Thursday March 27: student presentations

Week 12: presentation and test

Tuesday April 1: student presentations

Thursday April 3: **SECOND IN-CLASS TEST**

Wednesday April 16: **longer version of final paper due for 420 students.**

Texts / Materials

Note: Any prices provided in course outlines are best estimates based on recent online prices and do not include shipping or taxes. Prices may vary between retailers.

No materials required.

Student Assessment

Phil 320

Component	Value
Paper 1	20%
In-class test 1	25%
Paper 2	25%
In-class test 2	25%
Attendance and Participation	5%

Phil 420

Component	Value
Two mini-papers	10%
In-class test 1	15%
In-class test 2	15%
Project proposal	5%
Shorter version final paper	15%
Presentation	5%
Longer version final paper	25%
Attendance and Participation	10%

420:

There are two mini-papers, one shorter version of a final paper, one longer version of a final paper, a presentation, a grade for attendance and participation, and a grade for a proposal/description for the final project.

Attendance and participation: Since this is a seminar, attendance and participation are important. Attendance for students in Phil 420 is required; **attending at least half the class meetings is required to pass the course.** You may miss up to four class meetings in the term for any reason with no penalty. Attendance counts toward your attendance and participation grade. There are several other ways to participate in this class: you can participate in class discussion, or by contributing to discussion on LEARN, or by emailing or speaking with me personally. If you attend class regularly, that will earn a grade of 65 for participation. If you attend class regularly and participate in any of the various forms at least once per week, that will earn a grade at least in the 70s range. Attendance plus more frequent participation will raise your participation grade; less frequent attendance will lower it. I will post attendance and participation grades on LEARN at the end of term; if you don't agree with yours please email me and we can discuss it. Participation is worth 10% of your grade.

Obviously if you feel unwell you should stay home. I also know that students may encounter other obstacles to attending class -- talk to me about any problems that come up. Adjustments to the attendance and participation criteria above must be approved by the instructor.

Each week, each student is required to come up with a discussion question for class, submitted via the LEARN discussion board by Monday at noon (for Tue)

or Wednesday at noon (for Thur)-- students will be in groups. If you are one of the people writing a short paper for that week, feel free to base the question on your paper. Discussion questions will not be graded, but failing to hand them in will count against your participation grade. I may invite you to read aloud or summarize your posted question so we can discuss it during class. After we have class, I encourage you to continue discussion on the LEARN discussion board -- by continuing to discuss questions we talked about in class, and by discussing questions we didn't get a chance to talk about during class

Mini-papers: Twice during the term on assigned dates, you'll have to submit a 300-600-word mini-paper on one of the readings (there will be groups of students handing in papers on different days). This paper should examine critically some particular idea from one of the texts assigned for that day, and should have a thesis and argument. These will be graded out of 10 points. These must be submitted via the LEARN dropbox, in pdf or .doc format, before noon the day before the class for which they apply. Depending on how our discussions go, I may ask you to read or summarize your paper in class so we can discuss the ideas as a class.

Proposal for final paper: You will also be required to hand in a description, outline, or annotated bibliography for the topic of your paper, due Monday February 26th.

Final papers: There is one long final paper required, which should be around 3,000 words, due April 16th. There is a shorter, first version of the paper required, which should be around 1,500-1,750 words. The shorter paper is due Monday, March 24 by 11:59 pm via the LEARN dropbox. The final paper is due Wednesday April 16th at 11:59 via the LEARN dropbox.

Presentation: the presentation will be based on the content of the shorter version of your final paper. You may use slides, a handout, or whatever format you prefer -- we will discuss details in class.

In-class tests will be a mix of question formats including multiple choice, short answer, and very short essay. Test 1 covers the first half of the course and test 2 the second half.

Check Learn: I will use LEARN for announcements etc. so please check it at least once a day.

320

There are two papers, two in-class tests, and a grade for attendance and participation.

Papers: Both papers should be 1200-1500 words and topics will be suggested but you will be encouraged to come up with your own framing for your thesis and argument. For the first paper, you have the option of handing in a rewrite based on my comments. If you choose to do this your new paper grade will be an average of the original and the rewrite; your grade will not go down if the new draft is worse, but improved grades require significant changes and not just small edits. For the second paper, I will write fewer comments; if you would like more feedback, don't hesitate to ask.

Paper assignments will ask you to write about your own ideas about a philosophical problem while engaging the texts and ideas we've encountered in class. The focus is on presenting an original argument. Of course, this means the ideas in your papers must be your own; we will talk more in class about how to ensure that the ideas you present as your own really are, and how to cite any outside sources you do use appropriately. We will also discuss in class the use of generative AI and how it can and should be used. If you have any questions at any time about academic honesty and what it requires, do not hesitate to ask. For help with writing, check out The Writing Centre on campus.

Attendance and participation: For a course such as this, attendance and participation are important. There are several ways to participate in this class: you can participate in class discussion, or by contributing to discussion on LEARN, or by emailing or speaking with me personally. Attendance counts toward your participation grade. If you attend class regularly, that will earn a grade of 65 for participation. If you attend class regularly and participate in any of the various forms at least once per week, that will earn a grade at least in the 70s range. Attendance plus more frequent participation will raise your participation grade; less frequent attendance will lower it. I will post attendance and participation grades on LEARN at the end of term; if you don't agree with yours please email me and we can discuss it.

Obviously if you feel unwell you should stay home. I also know that students may encounter other obstacles to attending class -- talk to me about any problems that come up. You may miss up to four class meetings in the term for any reason with no penalty, but if you find that you will have to miss more meetings, please let me know. Adjustments to the attendance and participation criteria above must be approved by the instructor.

In-class tests: In-class tests will be a mix of question formats including multiple choice, short answer, and very short essay. Test 1 covers the first half of the course and test 2 the second half.

Check Learn: I will use LEARN for announcements etc. so please check it at least once a day.

Assignment Screening

No assignment screening will be used in this course.

Administrative Policy

Late work

Please submit your papers to LEARN before the deadline on the day they are due. Obviously, you should hand in your papers on time, but if you must be late, I will subtract three percentage points from your paper grade per day of lateness (e. g., a grade of 78% would become 75% if one day late). If you experience unexpected difficulties like illness or personal difficulties, please let me know; if you expect to miss a deadline or test, please let me know by email as soon as possible and preferably beforehand.

Generative AI

Generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, may be used for assignments in this class with proper documentation, citation, and acknowledgement. Recommendations for how to cite GenAI in student work at the University of Waterloo may be found through the Library: https://subjectguides.uwaterloo.ca/chatgpt_generative_ai. Please be aware that generative AI is known to falsify references to other work and may fabricate facts and inaccurately express ideas. GenAI generates

content based on the input of other human authors and may therefore contain inaccuracies or reflect biases.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. Exercise caution when using large portions of content from AI sources, especially images. More information is available from the Copyright Advisory Committee: <https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>

You are accountable for the content and accuracy of all work you submit in this class, including any supported by generative AI.

Electronic Device Policy

Laptops or mobile devices can support your learning in this class, but they can also be a source of distraction for you and other students around you. You are welcome to use your devices for course-related activities such as taking notes, researching lecture topics, collaborating on group projects, viewing documents in LEARN, and communicating with other students about the course material. You are not permitted to use these devices for any non-course-related activities. Please ask the instructor in advance if you wish to make an audio recording of class lecture material.

Territorial Acknowledgement

The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg, and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the [Office of Indigenous Relations](https://uwaterloo.ca/indigenous) (<https://uwaterloo.ca/indigenous>).

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory](https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory) (<https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory>).

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33>) states, as one of its general principles (Section 1), "The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible." This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6

Anti-Racism Statement

The University of Waterloo does not tolerate racism or any other form of discrimination and expects campus community members to contribute to a culture where all members feel safe and valued. Any member of the campus community who has experienced racism or discrimination at the University is encouraged to review available processes for addressing their concerns under Policy 33 – Ethical Behaviour and to seek guidance from the Equity Office via email at equity@uwaterloo.ca (<https://uwaterloo.ca/presidents-anti-racism-taskforce/part-report/equity@uwaterloo.ca>) or through their [website](https://uwaterloo.ca/equity-diversity-inclusion-anti-racism/). (<https://uwaterloo.ca/equity-diversity-inclusion-anti-racism/>)

Cross-listed courses

Please note that a cross-listed course will count in all respective averages no matter under which subject code it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science subject code.

Held-with courses

Please note that a held-with course will only count in the average for the subject code under which it has been taken, unless it is cross-listed with the subject code of its' held-with course. For example, if a CLAS/HIST held-with course is taken under the CLAS subject code then it will count only in the CLAS major average, not the HIST major average. A held-with course will also only count towards program and breadth requirements of the subject code under which it is taken, unless it is cross-listed with the subject code of its' held-with course.

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On campus supports

For counselling (individual or group) reach out to [Campus Wellness and Counselling Services](https://uwaterloo.ca/campus-wellness/counselling-services). (https://uwaterloo.ca/campus-wellness/counselling-services) Counselling Services strives to provide a secure, supportive environment for students of all orientations and backgrounds. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Other on-campus supports

- [MATES](https://wusa.ca/services/uw-mates) (https://wusa.ca/services/uw-mates) : one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Download the [Regroup Mobile](https://uwaterloo.ca/emergency-notifications/) (https://uwaterloo.ca/emergency-notifications/) to your phone to quickly access mental health support information
- [Empower Me](https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=6859501915&e=d4e4205e24) (https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=6859501915&e=d4e4205e24) : to access create an account on the Dialogue mobile app or on the web at www.studentcare.ca/dialogue (http://www.studentcare.ca/dialogue)
- [Sexual Violence Prevention and Response Centre](https://uwaterloo.ca/sexual-violence-prevention-response-office/) (https://uwaterloo.ca/sexual-violence-prevention-response-office/) - supports all members of the University of Waterloo campus community who have experienced or been impacted by sexual violence.

Off campus supports

- [Good2Talk](https://good2talk.ca/) (https://good2talk.ca/) : Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300
- [St. Mary's Hospital](https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=f9ffc07602&e=d4e4205e24) (https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=f9ffc07602&e=d4e4205e24) - 519-744-3311
- [Here 24/7](https://here247.ca/) (https://here247.ca/) : Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- 988 Suicide Crisis Helpline: a 24/7 urgent mental health care three-digit helpline
- [OK2BME](https://ok2bme.ca/) (https://ok2bme.ca/) : set of support services for Two-Spirit, lesbian, gay, bisexual, trans, queer, intersex, asexual (@SLGBTQIA+) and questioning kids, teens, adults, and their families in Waterloo Region. Phone: 519-884-0000 or e-mail ok2bme@caminowellbeing.ca (mailto:ok2bme@caminowellbeing.ca)
- [Sexual Assault Support Centre of Waterloo Region](http://www.sascwr.org/) (http://www.sascwr.org/) - offers individual counselling to people of all genders, 16+ who have been sexually assaulted at any point in their lives. As well as short-term support for family members or friends of sexual assault survivors. Also, information and referrals

More information about resources and supports for students can be found online in on the [Faculty of Arts Student Support](https://uwaterloo.ca/arts/undergraduate/student-support/) (https://uwaterloo.ca/arts/undergraduate/student-support/) page.

Accommodating religious and spiritual observances

[Applies only to students taking undergraduate courses]

The University of Waterloo has a duty to [accommodate religious, spiritual, and other creed-based beliefs and practices](https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) (https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) under the Ontario Human Rights Commission (2015) [Policy on preventing discrimination based on creed](https://www.ohrc.on.ca/en/policy-preventing-discrimination-based-on-creed) (https://www.ohrc.on.ca/en/policy-preventing-discrimination-based-on-creed). Students may seek accommodations for missed course components on religious, spiritual, or other creed grounds. In such cases the students should please consult the instructor within two weeks of the announcement of the due date for which the accommodation is being sought. Students also may request accommodations for temporary absences from classes or other course-related activities to engage in prayer or other daily spiritual practices. Instructors are expected to make reasonable arrangements to respectfully accommodate such requests. The University of Waterloo has a number of [multi-faith spaces](https://uwaterloo.ca/multi-faith-spirituality-resource-team/multi-faith-spaces-campus) (https://uwaterloo.ca/multi-faith-spirituality-resource-team/multi-faith-spaces-campus) that students can use for faith-based practices.

Declaring absences

[Applies only to students taking undergraduate courses]

Please see the [Academic Regulations](https://uwaterloo.ca/academic-calendar/undergraduate-studies/catalog#/policy/SkiPsB9Vp?bc=true&bcCurrent=Assessments%3A%20Academic%20Considerations%20and%20Accommodations&bcGroup=Academic%20Regulations&bclItem=policies) (https://uwaterloo.ca/academic-calendar/undergraduate-studies/catalog#/policy/SkiPsB9Vp?bc=true&bcCurrent=Assessments%3A%20Academic%20Considerations%20and%20Accommodations&bcGroup=Academic%20Regulations&bclItem=policies) section of the Undergraduate Calendar for more details. Regardless of the process used to declare an absence, it is the student's responsibility to contact their instructor so that the instructor can determine how to accommodate the missed work.

Absences due to religious, creed, and spiritual observances

Beginning Fall 2024, students can submit a Religious Observance Self-Declaration Form in [Quest](#). This form allows the student to register dates of potential conflicts with coursework. Students are expected to record their absence within two weeks of announcement of the due date or scheduled examination date for which academic accommodation is being sought. Submission through Quest will notify your instructors of your absence.

Absences due to verified illness

For absences due to illness that are not pandemic-related, students need to obtain a [Verification of Illness or Extenuating Circumstances Process](https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other) (https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other). Submission through the [Absence Verification System](https://vif.uwaterloo.ca/) (https://vif.uwaterloo.ca/), once registered, will notify your instructors of your absence. Students should not submit their VIF or any other medical documentation to your instructors, teaching assistants, or other course personnel. To request and arrange accommodations, it is the student's responsibility to contact the instructor within 48 hours of the date of any missed course component, or as soon as the student is able to given their health condition.

Absences due to extenuating circumstances (e.g., bereavement)

For absences due to extenuating circumstances (e.g., bereavement, serious family illness), students submit [a request for absence due to extenuating](#)

circumstances (<https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other>) to the **Absence Verification System** (<https://vif.uwaterloo.ca/>) for processing. Students use the form to submit supporting documentation, which will be considered in a comparable manner to a VIF. Official documentation is necessary before any action can be taken. Examples are plane/train/bus tickets, court documents, police reports, death certificates/obituaries/letters from funeral directors. To request and arrange accommodations, it is the student's responsibility to contact the instructor within 48 hours of the date of any missed course component, or as soon as the student is able to given their circumstances.

Self-declared absences due to COVID-related illness

Students can **self-declare** (<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students>) an absence on Quest due to COVID-related illness or a requirement to self-isolate. A self-declared COVID absence covers up to 10 days and no documentation is required. No in-person course activity is permitted during the period of a self-declared COVID absence. Participation in on-line components is permitted but should not be required if the student notifies the instructor that they are too ill to participate in the online work. Submitting the self-declaration through Quest will notify your instructors of your absence. It is the student's responsibility to contact their instructors within the first 48 hours after submitting their COVID-related absence, or as soon as they are well enough, to discuss arrangements for missed course components.

Self-declared short-term absences for any reason

Students can **self-declare** (<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students>) one short-term absence per term on Quest for any reason. A short-term absence covers two calendar days, and no documentation is required. The student has only one self-declared short-term absence per term and this absence can only be used during the formal lecture period. Self-declared absences cannot be applied to Laboratory (LAB), Clinic (CLN), or Studio (STU) course components. Submitting the self-declaration through Quest will notify your instructors of your absence. It is the student's responsibility to contact their instructors within the first 24 hours after submitting their self-declaration to discuss accommodations for missed course components.

Recording lecture

Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: Facebook, Twitter, etc., is strictly prohibited.

University Policy

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>). For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>).

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/accessability-services/) (<https://uwaterloo.ca/accessability-services/>), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.